

805D-56A-6711
Demonstrate Basic Counseling Interventions
Status: Approved

Distribution Restriction: Approved for public release; distribution is unlimited.

Destruction Notice: None

Foreign Disclosure: FD1 - This training product has been reviewed by the training developers in coordination with the Chaplain School foreign disclosure officer. This training product can be used to instruct international military students from all approved countries without restrictions.

Conditions: Given instruction and a demonstration of basic counseling skills and process, a counselee, and a confidential place. This task should not be trained in MOPP 4.

Standards: Employ basic counseling skills accurately within the three-phase Multi-theoretical Integrative Counseling model.

Special Conditions: None

Safety Risk: Low

MOPP 4: Never

Task Statements

Cue: None

DANGER

None

WARNING

None

CAUTION

None

Remarks: Most theoretical models of counseling and most US Army pastoral counseling and care tasks demand proficiency of certain basic interventions and skills. In "The Counseling Process," a book by Welfel and Patterson, basic interventions provide not only a foundation for other models of counseling, but also provide a framework for a basic approach to counseling. Competent and consistent employment of these skills enable chaplains to accurately assess, refer, perform counseling and care for all Soldiers and families in the US Army.

Notes: None

Performance Steps

1. Define counseling.

- a. Defines the interactive nature of the counseling process.
- b. Defines the confidential, professional relationship between the counselor and client(s).
- c. States the goal of counseling is change in behavior, beliefs and values, or level of emotional distress.
 - (1) Client is responsible for goals.
 - (2) Counselor helps refine and clarify the goal.
- d. States that counseling has clearly defined goals, boundaries, roles, and responsibilities.
 - (1) Demonstrates the critical nature of roles, responsibilities, goals, and boundaries.
 - (2) Provides examples of counseling roles, responsibilities, goals, and boundaries.

2. Apply the stages of the counseling process.

a. Performs the "Initial Disclosure Phase" which includes:

- (1) Client expresses beliefs, emotions, or patterns of behavior; communicates, reexamines and clarifies concerns.
- (2) Counselor seeks to understand, builds trust and a working relationship using these interventions: active listening, attending, genuineness, positive regard, concreteness, acceptance, and empathy.

b. Performs the "In-Depth Exploration" Phase which includes:

- (1) Client builds a deeper understanding of the meanings of the personal concerns and with the counselor, develops a mutually agreeable assessment of the problem.
- (2) The Counselor helps the client develop the assessment of the problem and extends the client's ability to understand self and others using these interventions: advanced empathy, immediacy, confrontation, interpretation, and role playing.

c. Performs the "Commitment to Action" Phase which includes:

- (1) Client plans and implements change and with the counselor, develops specific actions working toward a positive conclusion to the counseling relationship.
- (2) The Counselor encourages the client to plan and experiment with change by using these interventions: aiding in the generation and specification of goals, transforming goals in to action, promoting experimenting with change, evaluating unsuccessful actions, rewarding successes, and assessing the client's emotional tone.

3. Demonstrate professional ethics throughout the counseling session (see ADRP 1, Figure 2-4, and ATP 6-22.1, Table 2-2; Chaplaincy Code of Ethics).

- a. Respect the client's self-determination.
- b. Employ empathy, self-awareness, and awareness of the culture of the client.
- c. Avoid snap judgments and employ a non-judgmental disposition.
- d. Recognize and set aside personal bias.
- e. Avoid Stereotyping.

f. Maintain calmness and emotional control.

g. Protect confidentiality.

(Asterisks indicates a leader performance step.)

Evaluation Guidance: Soldier may be evaluated orally or in written form by briefing how he/she completed each performance step. If any step was not completed, the Soldier must explain why that step did not apply in this situation.

Evaluation Preparation: Set-up: Tell Soldier to brief orally or in written form how he/she completed each performance step and why any step not completed does not apply in this situation.

PERFORMANCE MEASURES	GO	NO-GO	N/A
1. Defined counseling.			
2. Applied at least three interventions from each of the three stages of the counseling process.			
3. Demonstrated professional ethics throughout the counseling session.			

Supporting Reference(s):

Step Number	Reference ID	Reference Name	Required	Primary
	ADRP 1	The Army Profession	Yes	No
	AR 165-1	Army Chaplain Corps Activities	Yes	No
	ATP 6-22.1	THE COUNSELING PROCESS http://armypubs.army.mil/doctrine/DR_pubs/dr_a/pdf/atp6_22x1.pdf	Yes	No
	ISBN 053464032X	The Counseling Process, 6th Edition, Brooks/Cole Publishing Co, PATTERSON & WELFEL Patterson and Welfel	Yes	Yes

TADSS : None

Equipment Items (LIN): None

Materiel Items (NSN) :

Step ID	NSN	LIN	Title	Qty
No materiel items specified				

Environment: Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects. Refer to the current Environmental Considerations manual and the current GTA Environmental-related Risk Assessment card.

Safety: In a training environment, leaders must perform a risk assessment in accordance with ATP 5-19, Risk Management. Leaders will complete the current Deliberate Risk Assessment Worksheet in accordance with the TRADOC Safety Officer during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC). Note: During MOPP training, leaders must ensure personnel are monitored for potential heat injury. Local policies and procedures must be followed during times of increased heat category in order to avoid heat related injury. Consider the MOPP work/rest cycles and water replacement guidelines IAW FM 3-11.4, Multiservice Tactics, Techniques, and Procedures for Nuclear, Biological, and Chemical (NBC) Protection, FM 3-11.5, Multiservice Tactics, Techniques, and Procedures for Chemical, Biological, Radiological, and Nuclear Decontamination.

Prerequisite Individual Tasks :

Task Number	Title	Proponent	Status
805D-203-1050	Safeguard Sensitive Information and Privileged Communications	805D - Chaplain (Individual)	Obsolete

Supporting Individual Tasks : None

Supported Individual Tasks : None

Supported Collective Tasks : None